

PATHWAYS

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No. 1

A ROAD STUDY

—Ideas For A Project

We travel on the roads everyday but most of us hardly pay any attention to them—unless they are full of potholes and we get a bumpy ride. Good or bad, roads form the lifelines of the city and we just cannot imagine life without these connecting lanes, bylanes and highways. In order to highlight this aspect, I decided to take up a project on Road Study in Class V.

Another important objective of doing this project was to introduce the children to map reading. In India, we prefer to ask the way from a bystander and sometimes even be misled by them, rather than use a proper road map. I wanted the children to discover what a wealth of information they could get from maps and wanted to encourage them to use a map whenever necessary.

Before any project work can be undertaken, some amount of prior preparation is very essential. Hence, I drew up a skill and web chart which helped me to clarify my own thoughts, and helped me to get to work in right earnest. Later I tried this exercise of preparing a web chart with the students of this class also, so that they could also start thinking in diverse directions.

The next step was to prepare work cards, but before doing this, I tried to list all the activities that could possibly be done to develop the basic skills of language, mathematics and science and the study skills of mapping, communicating through graphs, art and crafts etc. These activities are listed at the end of this report. Some of these activities were written on work cards. These could then be distributed to the children and they could work individually or in groups. I also collected books, road maps and other display materials (traffic signs and rules, advertisements issued by the Delhi Administration etc.) from different sources.

In our school, project work is done with half the class in the Activities Room, while the other half remains with the class teacher. There is a lot of flexibility and sometimes the activities are repeated twice so that all the children can benefit from them and sometimes the class teacher plans her own activities on the topic chosen and does it independently with the children.

The twenty odd students who came to the project room were given maps of Delhi and were left free to study them and make their own

observations. This kind of freedom, I feel, is very necessary since it makes the children look at the map without any fear. Soon I could hear the excited voices of the children who had discovered important land marks and also the place where they lived. When I felt that they had gained enough confidence, I went round the class asking them simple questions and guiding them in locating the areas on the map.

A map of India with some of the workcards was also pinned on to the Bulletin Board. This attracted the attention of not only the children of this class, but also others, who often peeped into the room to see what was going on. Soon we had groups of students from different classes, standing in front of the map, trying to answer the questions. Often I could hear the students asking each other difficult questions based on the map.

Children learnt that there were more ways to reach the same place, and tried to find out which one was better. To find out, the children learnt to measure the distances and to convert them into actual measurements by using the given scale.

The students also learnt to make their own route maps according to scale. They paced the distance to the nearest shopping centre and then reduced it to scale. Later they learnt to draw route maps from their homes to the school.

Many other activities were done on the main road nearby. Taking a traffic census and communicating this information through graphs was one such activity. They also noted how much time it took for the traffic lights to change and which vehicles were the first ones to start when the green signal came on. Watching the vehicles led them to discover about friction, when it helps and when it is a hindrance and which factors affect friction. They learnt to devise simple experiments to prove these points. Some children had fun making rubbings of the tyre treads. The students also saw the road being repaired and this gave them an opportunity to find out how roads were actually made.

This was also the time when the Delhi administration brought out some well illustrated advertisements on Road Safety. The children were encouraged to talk about these and also to draw their own posters on Road Safety. Some children wanted to draw posters urging citizens to keep the roads clean—the dirt on the roads hadn't gone unnoticed!

This project generated a lot of enthusiasm among the students. One of the most rewarding moments was when one of the quiet and reserved students came out boldly with a few work cards of her own, which she wanted to try out with the other students and this started a chain reaction, with many more trying to make their own cards. This, I felt, was a very good end result and worth all the effort that had gone in.

The first principle of true teaching is that nothing can be taught. The teacher is not an instructor..... he is a helper and a guide..... The chief aim of education should be to help the growing soul to draw out that in itself which is best and make it perfect for a noble cause.

Sri Aurobindo

Learning is finding out what you already know.

Doing is demonstrating that you know it.

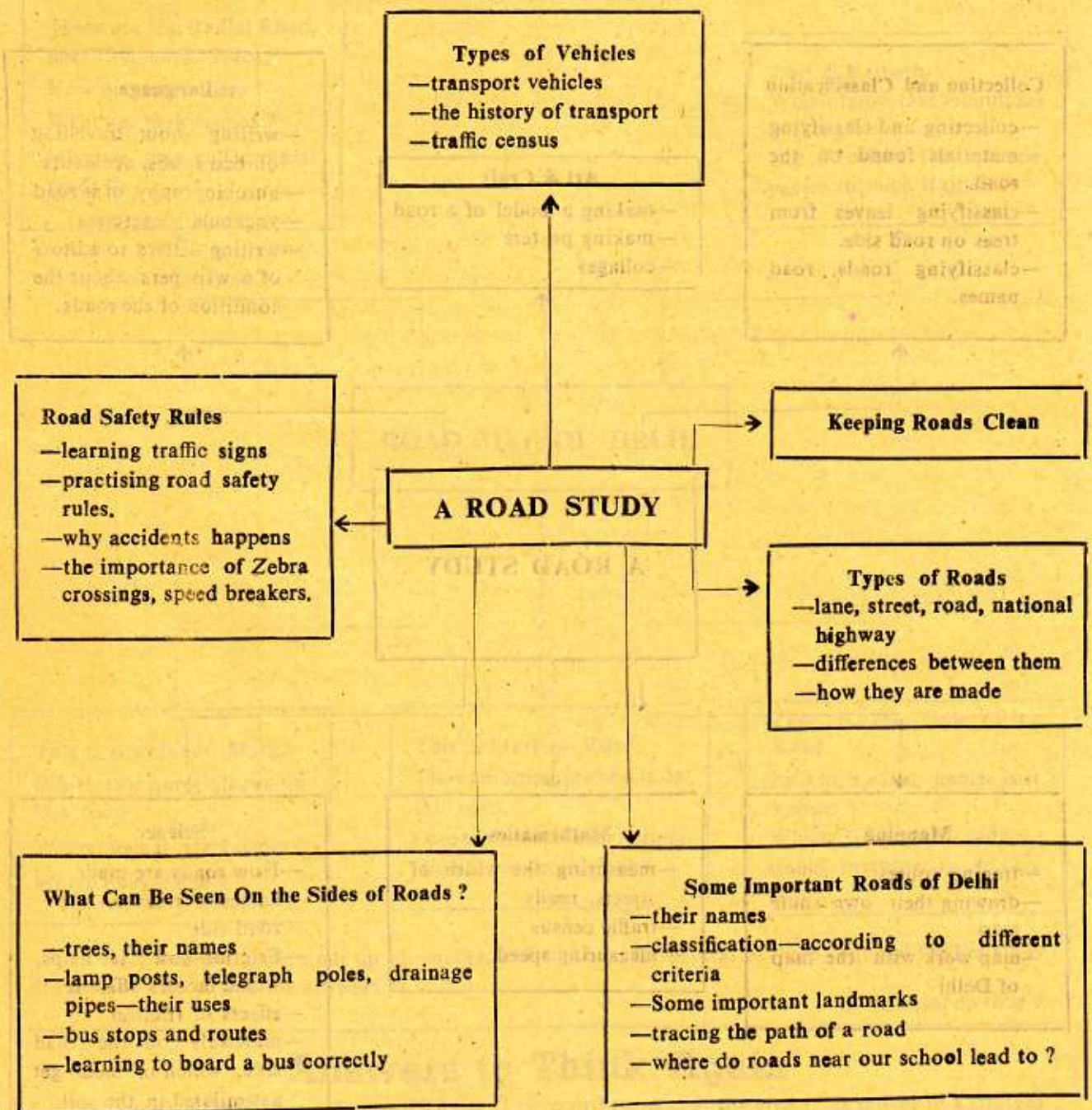
Teaching is reminding others

that they know just as well as you.

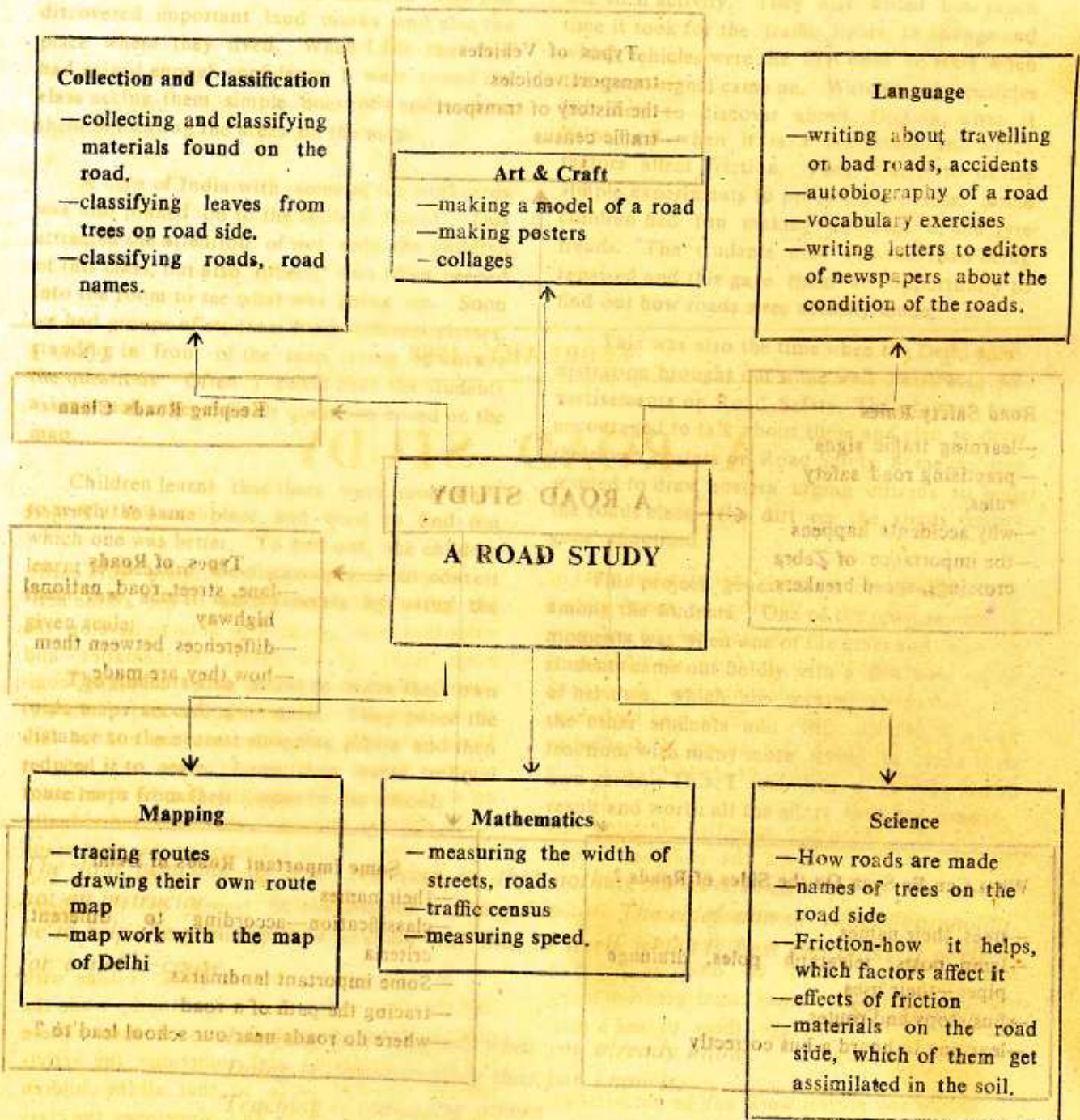
YOU ARE ALL LEARNERS, DOERS, TEACHERS

Richard Bach

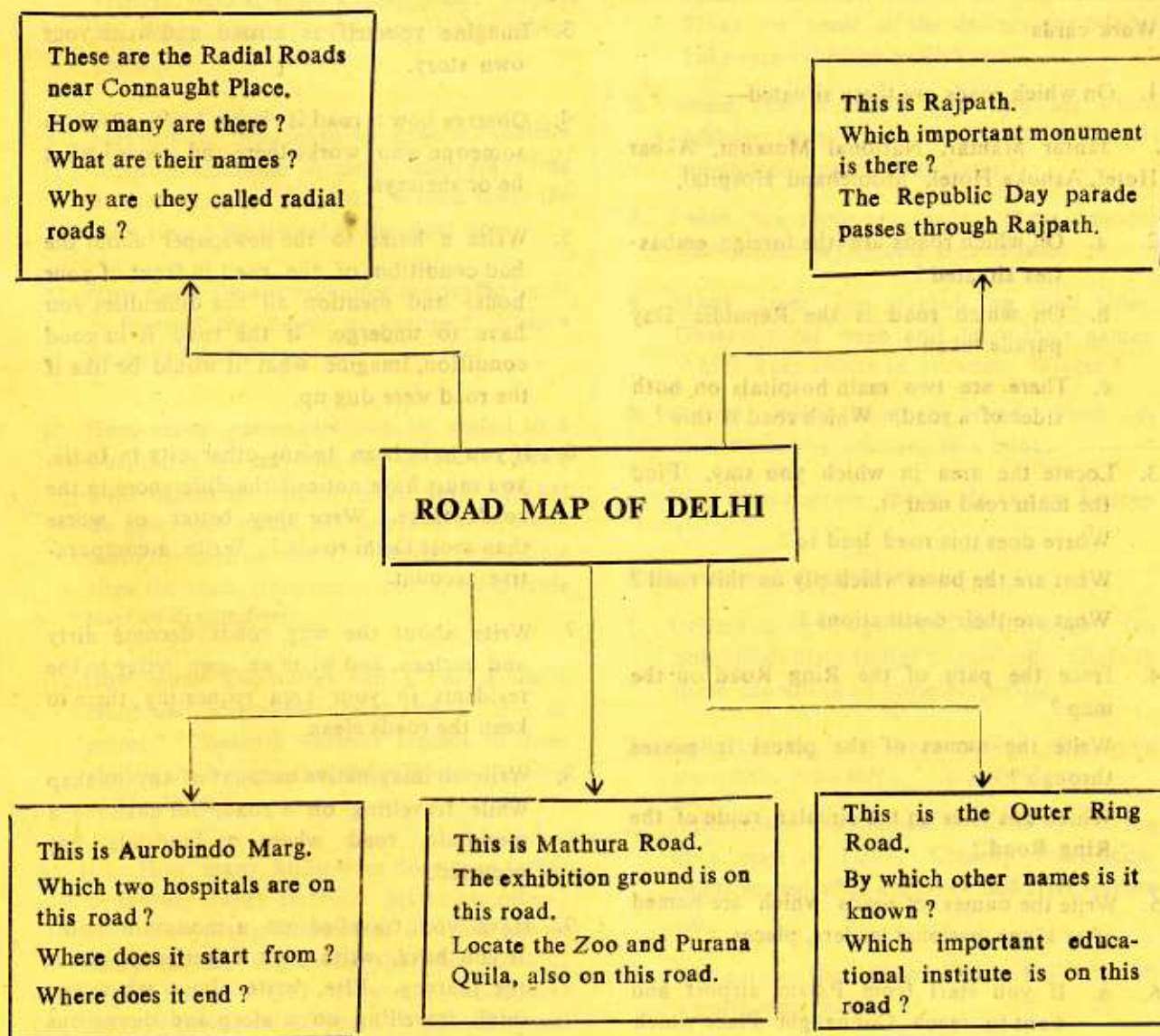
Here is my web chart which outlines the content and scope of my project.



Next I planned a skill development chart which pinpointed the several kinds of activities the children would carry out.



Here is an outline of the bulletin board display with samples of the questions posed on the study of a road map of Delhi. Arrows made of paper or ribbon pointed out particular roads.



More workcards were put up on another bulletin board. Several of these required further study of the road map to find the answers.

(Continued overleaf)

Answers to Think Again

1. Ten centimetres. $15\text{ cm} - 1.2\text{ cm} = 13.8\text{ cm}$. The record turns, not the stylus. It moves in a straight line from the outer edge to the centre. The number of grooves is irrelevant.
2. Twelve.
3. Rs. 15.00 It is a simple algebraic equation.
4. Three of diamonds, four of diamonds, four of hearts.
5. Put the trousers on back to front.

Bulletin board Display-2

Work cards

1. On which roads are these situated—

Jantar Mantar, National Museum, Akbar Hotel, Ashoka Hotel, Moolchand Hospital.

2. a. On which roads are the foreign embassies situated ?

b. On which road is the Republic Day parade taken ?

c. There are two main hospitals on both sides of a road. Which road is this ?

3. Locate the area in which you stay. Find the main road near it.

Where does this road lead to ?

What are the buses which ply on this road ?

What are their destinations ?

4. Trace the path of the Ring Road on the map ?

Write the names of the places it passes through ?

Which bus plies on the circular route of the Ring Road ?

5. Write the names of roads which are named after kings, national leaders, places.

6. a. If you start from Palam airport and want to reach Connaught Place which road will you take ?

b. If you want to go to Daryaganj from your school which roads will you take ?

Here are some of the other activities carried out.

Language Study

1. Observe the street in front of our school. Describe it using words like wide, rough, pot-holes, slope etc.

2. Write a short paragraph about all the things you see as you walk towards our school.

3. Imagine yourself as a road and write your own story.

4. Observe how a road is being built. Talk to someone who works there and record what he or she says.

5. Write a letter to the newspaper about the bad condition of the road in front of your house and mention all the difficulties you have to undergo. If the road is in good condition, imagine what it would be like if the road were dug up.

6. If you have been to any other city in India, you must have noticed the differences in the roads there. Were they better or worse than most Delhi roads ? Write a comparative account.

7. Write about the way roads become dirty and unclean, and write an open letter to the residents in your area requesting them to keep the roads clean.

8. Write an imaginative account of any mishap while travelling on a road, for example, a mountain road where a landslide has occurred.

9. Have you travelled on a mountain road ? If you have, write your experiences about the journey. Else, write about what you think travelling on a steep and dangerous road would be like.

10. Imagine that you were travelling all the way from Kashmir to Kanyakumari by road, and write about the trip.

Mathematics

1. Using an inch tape or a string, measure the width of a road, a lane, and a street.

2. What is the width of a pavement by the side of a main road ?

3. Stand on the side of a road and count how many vehicles of each type are passing by. Use this data to draw a histogram. Repeat this for a number of intervals throughout the day.
4. Measure the time taken by different vehicles to travel the same distance when travelling at their maximum speed. Which takes the least time? Which takes the most time?
5. How much time is taken for the traffic lights in front of the school to change? Keep a record to find out.
6. How many passengers can be seated in a bus, minibus, car, van and scooter? Draw a histogram to display your data. (What do you think would be the achievable maximum for each vehicle? Assume reasonable sizes for each passenger, and a reasonable level of discomfort.)
7. How many kilometres can a car, a bus, a train and a scooter travel on a litre of petrol? Compare various models of these vehicles. Assume that the vehicles are new and unloaded.
8. (i) How many kilometres does your father or mother travel to reach his or her office? (ii) How many kilometres do they travel every month, supposing that they work 22 days a month? (iii) How many kilometres do they travel in 20 years? (Count casual leave, religious holidays, earned leave, sick leave, vacations etc as days where they don't travel at all.) (iv) If they were travelling to the moon, how many round trips could they have made? Use approximations wherever necessary.
9. What is the scooter fare, taxi fare and bus fare from your home to your school? You are not allowed to bargain with the driver.
10. Measure the diameters of different wheels.

Experimentation

1. Treads on tyres help it to grip the road. What are some of the designs for treads? Take tyre rubbings to find out.
2. Stand near a traffic light and see which vehicles usually start first. Which vehicles are able to start moving faster?
3. Learn how roads are made. Make a model showing the layers of a pucca road.
4. Many trees are planted on road sides. Observe these trees and learn their names. Which trees bloom in summer? Winter?
5. Collect stones from the road. Find out their names by referring to a book.
6. Why do mountain roads zig zag up a steep slope?

Collection and Classification

1. Collect some things found on the road. Do not collect dirty things or rubbish. Classify these according to some properties.
2. Collect leaves from the trees and plants you see on the road sides. Classify these.
3. Write down the names of roads by looking at a map of Delhi. Classify these under roads named after kings, named after leaders etc.
4. Write down the names of some buildings on a particular road.
5. Note down the signs—road signs, street signs, names, placards etc. seen as you travel down any road. Put these names in different groups.

Mapping

1. Learn to use the map of Delhi. Learn to locate the important roads—Ring Road, Outer Ring Road, Jan Path, Raj Path etc.
2. Trace your way to school on the map. Write the names of the roads you travel by.

3. Which roads will you take if you have to go to Connaught Place from your school? To the zoo from your school? To Palam airport from Connaught Place.
4. Trace the path of Ring Road on the map. Through which colonies does it pass?
5. Trace the path of Aurobindo Marg or Parliament Street on the map. Which important places are on these roads?
6. Find the shortest path by measuring two or more possible routes between the same two places..
7. Locate important places like Red Fort and the zoo on the map. On which roads do these lie?
8. You are lost near India Gate. If you have to reach Sarojini Nagar, by which roads will you travel?
9. You are travelling south on Rajpath, and make a left turn on to Maulana Azad Road. Where will you reach?

Social Skills

1. Learn traffic rules. Draw pictures to illustrate these.
2. Draw road signs and write what they indicate. What must a motorist do when he or she comes across these signs?
3. Draw posters to tell people to keep the roads clean.
4. Some people dig holes on roads without worrying about the inconvenience caused to others. Write about how they should be warned not to dig holes and put up pandals on the road.
5. In some countries people are fined if they throw even a scrap of paper on a road. Will such a system work in India? Discuss.
6. Make a list of safety rules for bicyclists.

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THINK AGAIN

The solutions to the problems below are simpler than you think. If you start working out complex answers, think again.

1. Sheila bought a gramophone record that has a total diameter of 30 cm. The recording has an outer margin of 1.2 cm; the diameter of the unused centre of the record is 7.6 cm. There is an average of 100 grooves to 2.5 cm. How far does the stylus travel when the record is played?
2. There are twelve 25 p stamps in a dozen, but how many 10 p stamps are there in a dozen?
3. Mohan bought an old horse and a pig for Rs. 85. The horse cost Rs. 55 more than the pig. How much did Mohan pay for the pig?
4. Three playing cards are placed adjacent to one another. A four is just to the right of a three, and a four is just to the left of a four. There is a diamond just to the left of a heart and a diamond just to the right of a diamond. Can you name the cards?
5. How can you put your left hand completely in your right hand front trouser pocket and your right hand completely in your left hand front trouser pocket both at the same time while you are wearing the trousers.

Activities With Paper-(I)

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ACTIVITY 1

Take a piece of paper (20cm × 10cm) and place it on the table with two-third of the paper hanging outside the table edge. Place a glass full of water on the part of the paper on the table. Hold the hanging part of paper and pull it out suddenly.

What do you observe and why is it so?

ACTIVITY 2

Take a piece of paper (9cm × 3cm) and place it on the table with about two-third of the paper hanging out-side the edge. Place an eraser (or 5p coin) on its edge on the part of the paper on the table. Hit the hanging part of the paper suddenly with the edge of a ruler.

What do you observe and why is it so?

ACTIVITY 3

Place a piece of paper on a book. Stand on a table and drop them. Repeat the exercise after placing the paper below the book. Next drop the paper and the book side by side. Finally crumple the paper and drop it again alongside the book.

What do you observe in each case and why is it so?

ACTIVITY 4

Take a small piece of stiff paper or chart paper (3cm × 0.5cm) and twist its corners in the opposite directions. Pass a pin through its center and put the pin into the hole of a used ball-point pen refill. Hold the set-up upright under a ceiling fan.

What do you observe and why is it so?

ACTIVITY 5

Take a stiff paper or chart paper and cut out a circular disc of 4cm diameter. Put 8 center-seeking blade cuts of 1.5cm length starting from the edge of the disc to divide it into eight equal sectors. Twist one end of each sector of the disc downwards in a cyclic order. Suspend the disc from its center with a 25cm long sewing thread. Light a candle below the disc keeping it at sufficient distance such that it does not catch fire.

What do you observe and why is it so?

ACTIVITY 6

Take a stiff paper or chart paper and cut out a circular disc of 5cm diameter. Put 8 center-seeking blade cuts of 1.5cm length starting from the edge of the disc to divide it into eight equal sectors. Twist one end of each sector of the disc downwards in a cyclic order. Suspend the disc from its center with a 25cm long sewing thread. Hold the other end of thread in your hand and move the hand downwards and then upwards.

What do you observe and why is it so?

ACTIVITY 7

Take a stiff paper or chart paper and cut out a circular disc of 4cm diameter. Put 8 center-seeking blade cuts of 1.5cm length starting from the edge of the disc to divide it into eight equal sectors. Twist one end of each sector of the disc upwards in a cyclic order. Pass a pin through the disc at its center. Put the pin into the hole of a used ball point pen refill. Hold it upright under a fan.

What do you observe and why is it so?

□

DOMINOES

A Game For Children in Primary Classes

Dominoes is a commonly played game, based on children's ability to recognise and match tiles bearing varying numbers of dots. The same game can be used in many other variations as an aid to learning for children of the primary school. This article outlines some of these possibilities. Readers can use their imagination to develop several other variations.

How the Game is Played

Two to four children can play at a time using a set of 24 cards. The number of cards in a set may be increased at the discretion of the teacher.

Each card has two parts. In the sample shown below the children are required to match the number of objects drawn on the right half of the card with the numeral written on the left half of another card. Note that on a single card, the two halves do not correspond with each other. The starter card is blank on the left side or may have an arrow on the left half. Correspondingly the last card of the series is blank on the right side or may bear an indication that the series ends with it.

The children form a group and sit down. The cards are shuffled and dealt out to the players. Each player receives an equal number of cards. They take turns to play, going round the group clockwise.

Any player can begin the game by putting one card face up in the centre. The next player puts down a card either to the left or the right of the first card. One half of the second card must match either the left side or the right side

of the first card. Players continue in this manner. A few moves are shown in the figure below.

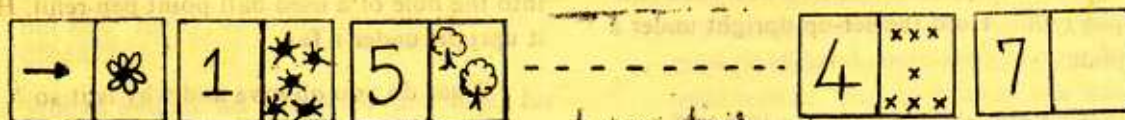
If a player does not have a suitable card, he/she has to miss a turn. The game continues till all the cards are used up. In a non-competitive game no single player need be declared the winner, though this honour is usually reserved for the player who uses up all his/her cards first. Let your students play dominoes when they've finished their classwork early; when a teacher is absent; whenever they have a few moments to spare.

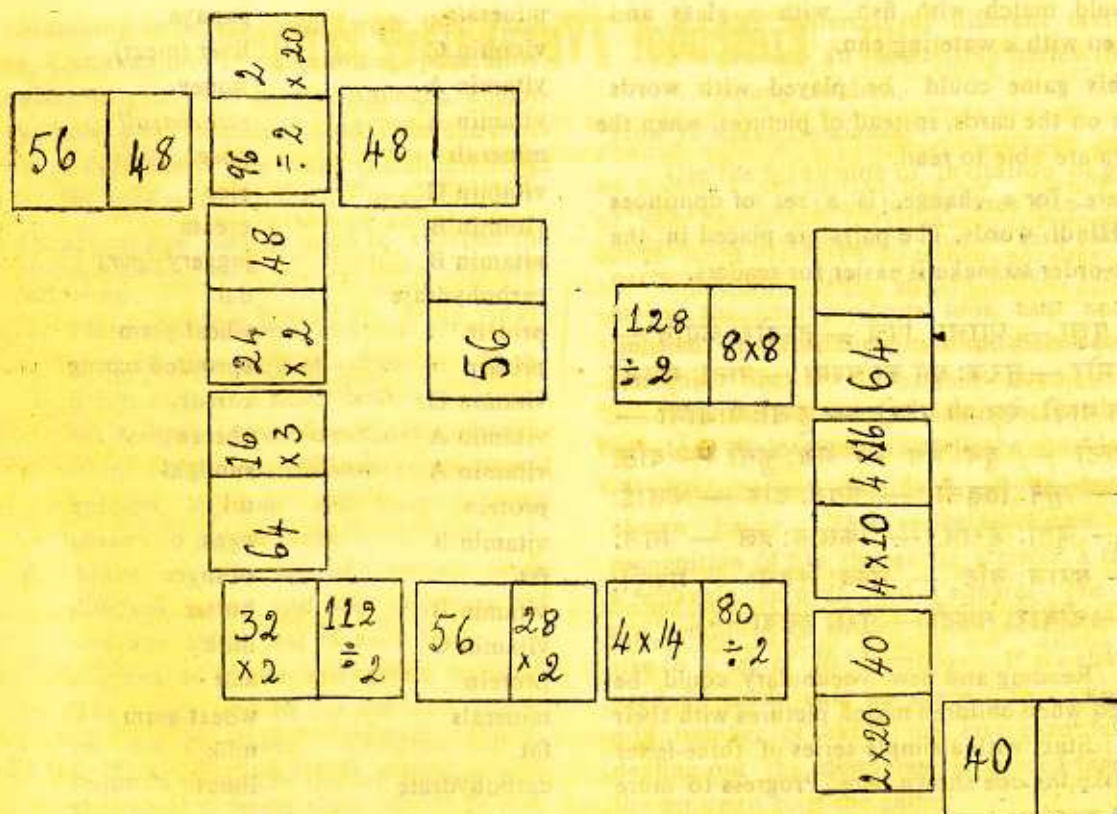
What Dominoes Can Be Used For

A. The sample shown requires children to recognise and match numerals with a corresponding number of objects. A simpler version could use sets of different objects which have to be matched-eg. five flowers to be matched with five balls. Children would need to be able to count quickly and correctly to play with this set.

Recognition of shapes could form the basis of another set of dominoes. (See the figure in the last section). Use different colours for the same shape on different cards to ensure that children actually match shapes and not colours, ie. a blue circle should be matched with a red circle. To make the game more complex, the sizes of the "shapes" could be different.

Recognition of colours could be used to make up another set of cards. For a simple set use patches of colour. For a more complicated set, children can be required to match different shapes of the same colour-eg a red triangle and a red square.





For older children dominoes could be used as a means of drilling in the four basic operations—addition, subtraction, multiplication and division. The sample shown here is based on an ability to multiply and divide quickly. It consists of a set of 14 dominoes based on the four numbers 40, 48, 56, 64.

Here is another set you can make for number work practice. It is based on the numbers 48, 84, 80, 52, 144 and consists of 27 cards. Study the pattern given below to see if you can find out how dominoes sets are to be planned. This is explained once more at the end of this article.

→	16×3	21×4	—	16×5	—	5×5	—	16×9	—
16×3	6×8	84	6×14	4×20	8×10	5×5	25	16×9	12×12
16×3	21×4	6×14	160÷2	16×5	13×4	25	144		
6×8	160÷2	6×14	52	160÷2	5×5				
6×8	104÷2	21×4	25	16×5	16×9				
16×3	100÷4	84	144						
6×8	12×12								

B. Dominoes can be used for language activities. Children could be required to :

- match a picture with another, where the names of both objects begin with the same sound—eg “ball” and “bat” both begin with the sound of the letter “b”.

- match a picture with another where the two form a set or pair : eg bat and ball, cup and saucer, fish or boat with water, needle and thread etc. This series needs careful planning to avoid confusion between the pairs—eg. Water

could match with fish, with a glass and even with a watering can.

This game could be played with words written on the cards, instead of pictures, when the children are able to read.

Here, for a change, is a set of dominoes using Hindi words. The pairs are placed in the correct order to make it easier for readers.

पेड़: पत्ता — प्याला: पिच — तस्बोर: क्रेयान —
बादल: मोर — सूरज: धूप का चश्मा — पानो: मछली
— रेल गाड़ी: रेल की पटरी — कुर्ती: पाजामा —
नल: बाल्टी — दूध: भैंस — मेज: कुर्सी — दांत:
दांतुन — फूल: तितली — पतंग: डोर — कलाई:
राखी — जूता: जुराब — किसान: हल — सिल:
बट्टा — तराजू: बाट — बल्ब: स्विच — मकड़ी:
जाला — दीवार: सफेदो — पूरी: हलवा —

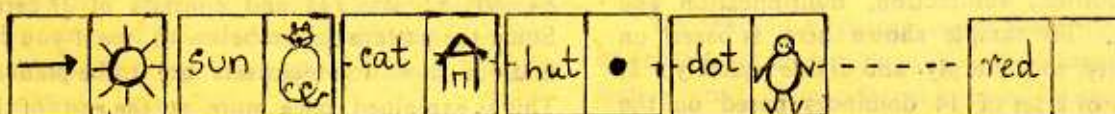
iii. Reading and new vocabulary could be practised when children match pictures with their names. Start with a simple series of three-letter words like the one shown here. Progress to more difficult words.

iv. Older children could try matching synonyms of words they are reasonably familiar with.

minerals
vitamin C
vitamin A
vitamin A
minerals
vitamin C
vitamin B
vitamin B
carbohydrate
protein
protein
vitamin D
vitamin A
vitamin A
protein
vitamin B
fat
vitamin B
vitamin C
protein
minerals
fat
carbohydrate

papaya
liver (meat)
honey
roti/chapati
ghee
rice
cream
jaggery (gur)
dal
wheat germ
sprouted moong
carrot
cheese
sunlight
oil
eggs
orange
butter
milk
salt
wheat germ
milk
limes

Below is a simple set of 13 cards based on the energy chain. Use them for a quick re-check on



C. Dominoes can be used in various subject-based exercises. Try your hand at making this set which tests the students' knowledge of foodstuffs (pictures) and the nutrients they contain. Each pair given below represents a domino. The picture is to be either drawn or pasted on to one half of the domino and also labelled to avoid confusion.

minerals	fish (pic)
fat	potatoes
carbohydrate	cucumber
carbohydrate	soyabean
fat	meat
protein	amla
carbohydrate	green, leafy vegetables

the understanding of the science concepts involved.

plant food	grass
sheep	meat
Man	●
→	gaseous layer around earth
atmosphere	carbondioxide
oxygen	burning
sun	photosynthesis
breathing out	breathing in
fire	fuel
coal	firewood
forest	timber
trees	branches
leaves	solar energy

Matching technical words with their meanings (or examples) is another possibility. Likewise recognition of plants, animals, chemical symbols and formulae could form the basis of sets of dominoes. The range is unlimited and the teacher need only use his/her imagination.

D. Dominoes can also be used to sharpen the observational skills of children. Try the following :

- i. Paste two different samples of printed cloth on each half of a domino. If the prints consist of small flowers, geometrical designs in varying colour combinations and on different background colours, children will have to look closely to match them.
- ii. Make a selection of six or seven different leaves and take one large leaf and one small leaf of each kind. Use crayons to make leaf prints of these. The prints may be cut out and pasted on the dominoes. Children will be required to match similar leaves, even though of different sizes.

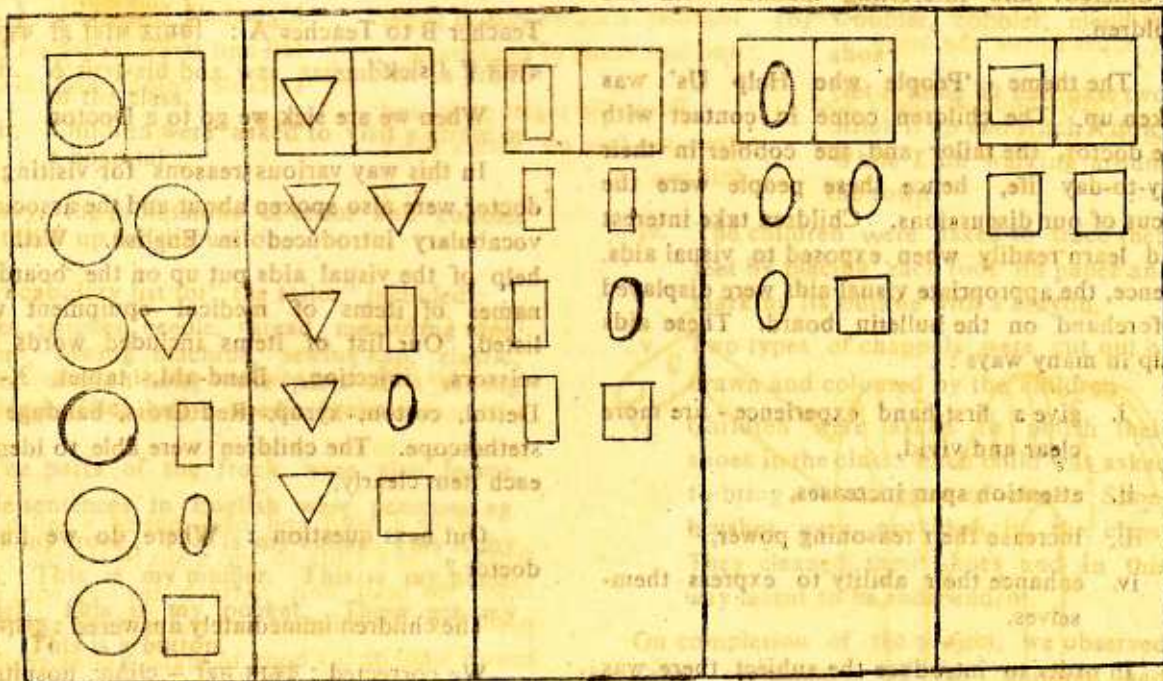
- iii. Use materials of different textures to provide an interesting series for very young children.

How to Make Dominoes

Use the blank side of invitation or greeting cards, cut all of them to the same size and draw a thick line dividing each domino into two equal parts. A thick line drawn along the edges makes the final products look neat and well-finished. Enclose them in clear polythene bags for longer life.

Plan the full series of dominoes in the form of a long chain as shown earlier.

Alternatively dominoes can be planned as shown below. This series is based on the recognition of five shapes viz a circle, a triangle, a rectangle, an oval, and a square. The shapes are combined as shown in the columns, giving rise to a set of 20 dominoes. If six shapes are used, 27 cards can be made. In a set with an odd number of cards the last card left after dealing out the dominoes is placed face up in the centre to start the game.



A final word of caution : Try out your dominoes on colleagues and a few children before putting them out for class use. Concep-

tual errors, different ways of matching which you may not have thought of will surface, and you can set them right.

Molayashree Hashmi (Sardar Patel Vidyalaya)
Gayatri Moorthy (Coordinator E.P.G.)

Our Preschool Vocabulary Project

We are two teachers of Ramjas School, R. K. Puram. We had carried out a project on preschoolers' vocabulary. We would like to share with the readers of Pathways some of the activities tried out by us and the children.

We observed that the children of our class could express themselves easily in Hindi. However, we desired that these children should also be able to express themselves in English at the same time. With this end in view this project was initiated.

Children learn a language by hearing it, talking, by imitation and with encouragement from adults. We decided to take up various topics for our discussions with children. As in the project system, we took up a specific topic for a fortnight. During this period for about 20-30 minutes daily, the topic was discussed in a different and interesting manner with the children.

The theme - 'People who Help Us' was taken up. The children come in contact with the doctor, the tailor and the cobbler in their day-to-day life, hence these people were the focus of our discussions. Children take interest and learn readily when exposed to visual aids. Hence, the appropriate visual aids were displayed beforehand on the bulletin board. These aids help in many ways :

- i. give a first-hand experience - are more clear and vivid,
- ii. attention span increases,
- iii. increase their reasoning power,
- iv. enhance their ability to express themselves.

In order to introduce the subject there was a kind of "drama" between the two of us - the teachers of the class. The conversation for the first 2-3 days was in Hindi so as to create interest in the children. Then for another 4-5

days the conversation was in English and Hindi. Thereafter, we conversed in English. We pretended as we started the topic -

Teacher A to Teacher B— आप को पता है जब हम बिमार होते हैं, तो हम कहाँ जाते हैं ?

Teacher B (very excitedly) - हाँ, हाँ, दर्जी के पास ।

Hearing this, the children laughed because they know we go to a doctor when we fall ill.

Teacher B (feels sorry) : अच्छा डाक्टर के पास जाते हैं ।

We go to a doctor.

Teacher A : हम बिमार क्यों होते हैं ?

For this the children gave many reasons - we get colds, cough, fever, pain or injury; but all this was in Hindi.

Teacher B to Teacher A : बिमार थोड़ी ही कहते हैं, बोलते हैं "sick"

When we are sick we go to a Doctor.

In this way various reasons for visiting the doctor were also spoken about and the associated vocabulary introduced in English. With the help of the visual aids put up on the board the names of items of medical equipment were listed. Our list of items included words like scissors, injection, Band-aid, tablet, X-ray, Dettol, cotton, syrup, Red Cross, bandage and stethoscope. The children were able to identify each item clearly.

Our next question : Where do we find a doctor ?

The children immediately answered : दुकान में ।

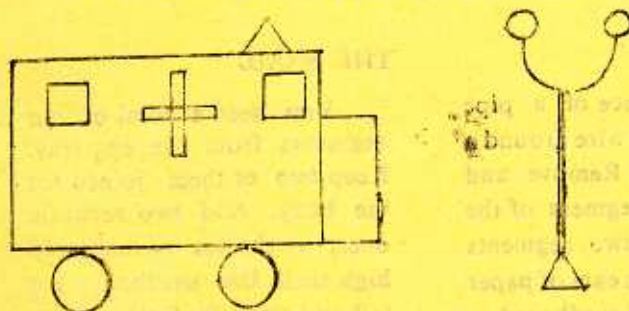
We corrected : दुकान नहीं - clinic, hospital.

On subsequent days we discussed the following : ambulance (its light and sound), Red Cross, operation, fractures and cleanliness.

Several related activities were done in class. Among them were :

- i. Role plays by the children - an operation scene and bandaging of wounds
- ii. Cutting and pasting of a Red Cross symbol
- iii. Learning simple poems - Found a Peanut, Five Little Monkeys
- iv. An ambulance was shown to the children
- v. Story telling
- vi. Children tried simple drawings of a stethoscope, an ambulance, the Red Cross Symbol.

Since the children know the basic pre-reading and pre-writing skills and shapes, we taught them drawing with the help of basic strokes.



- vii. A first-aid box was assembled in front of the class.
- viii. Children were asked to visit a clinic or a hospital.

Similarly, the professions of tailor and cobbler were taken up for discussion.

The vocabulary list for "the tailor" included : clothes, stitches, needle, thread, measuring tape, scissors, sewing machine, sewing cap, elastic, button, button-hole, the parts of a sewing machine-handle, body, needle, brake.

The parts of the frock were also learnt. Simple sentences in English were practised eg. This is my frock. This is my collar. This is my sleeve. This is my muffler. This is my handkerchief. This is my pocket. These are my socks. This is a button.

The related activities done included :

- i. Role play of a tailor done by the children
- ii. Cutting and pasting of a frock made out of cloth

- iii. Poems - I am a tailor, stitching clothes
Stich, stitch, stitch, my needle goes.
- iv. A sewing machine was brought into the class and a frock was stitched in front of the children.

The vocabulary for "the cobbler" included : mending, shoes, leather, cobbler, thread, needle, shoe-lace, buckle, strap, shoe-polish, shoe brush, nails, hammer.

The parts of the shoe were named in simple sentences, eg. This is my shoe. This is the sole. This is the heel. This is the shoelace.

The related activities done were :

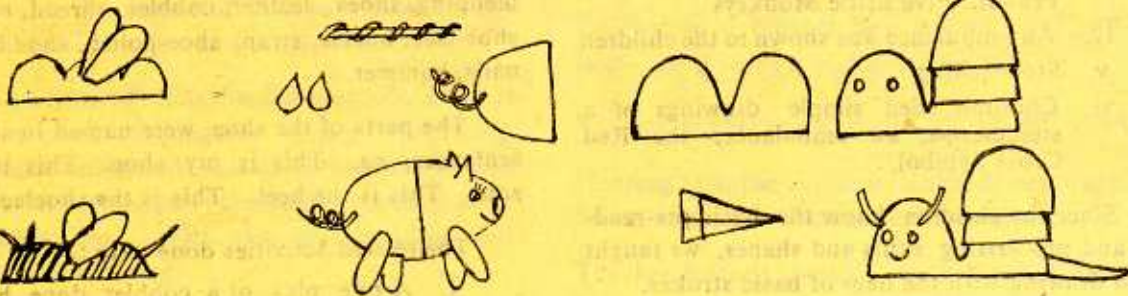
- i. A role play of a cobbler done by the children
- ii. A cobbler was called to demonstrate his work to the children
- iii. Poems (a) I am a cobbler, mending shoes
Rap, tap, tap, it's as good as new.
(b) Cobbler, cobbler, mend my shoe
Get it done by half past two
Stitch it up and stitch it down
While I am walking around the town
- iv. The children were asked to trace their feet by placing each foot on paper and marking its outline with a crayon.
- v. Two types of chappals were cut out or drawn and coloured by the children
- vi. Children were asked to polish their shoes in the class. Each child was asked to bring a small piece of cloth. Shoe-brushes were provided in the class. They cleaned their shoes and in this way learnt to be independent.

On completion of the project, we observed that the vocabulary of the children had increased.

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CRAFTY IDEAS

Here is a collection of models to be made with the papier-mache egg trays that one can get from shops. The segments can be glued together or stuck with collotape. Details for each animal are given below.



THE WASP

Glue or tape paper wings into place on the middle segment. Make two small holes in the head and thread small pieces of straw or pipe-cleaner through. A piece of straw or paper forms the sting.

Paint body in black and yellow stripes.

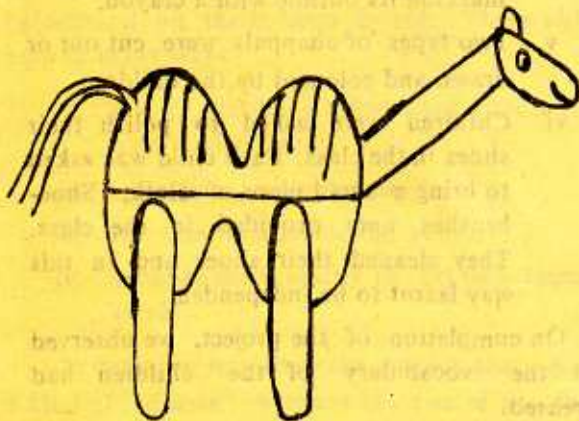
THE PIGLET

Curl a piece of a pipe cleaner or a stiff wire around a knitting needle. Remove and insert into one segment of the egg tray. Tape two segments together, stick on ears of paper and legs made of cardboard.

Paint the piglet pink and draw the face on with a black felt pen.

THE SNAIL

You need a total of four segments from the egg tray. Keep two of them joined for the body. Add two separate ones, as shown, to make up high shell. Use cardboard for tail and straw for feelers. Paint suitable colour and add the face.



THE CAMEL

This will need two sets of two segments each, 4 'chocobar' sticks for the legs, brown wool for pasting on to the body.

Make a head and neck out of a roll of stiff paper. Use a knife to cut a slit in the body and insert the head unit. Attach the legs with glue. Paint the camel brown and paste little scraps of brown wool on his body to make it look realistic.

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